

**INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES**

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

Sylvan Learning Center (Hammond, St. John, Chesterton)

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	Satisfactory	Lesson matches original description	Meeting Standard (3)	Criminal Background Checks	In Compliance
Recruiting Materials	Satisfactory	Instruction is clear	Meeting Standard (3)	Health/safety laws & regulations	In Compliance*
Academic Program	Satisfactory	Time on task is appropriate	Meeting Standard (3)	Financial viability	In Compliance
Progress Reporting	Satisfactory*	Instructor is appropriately knowledgeable	Meeting Standard (3)		
Assessment and Individual Program Design	Satisfactory	Student/instructor ratio: 3:1	Meeting Standard (3)		

ACTION NEEDED:

- *Provider submitted additional changes to be made to progress reports (based on checklist) & student release policies (based on recommendation) which were noted and acceptable.

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Sylvan Learning Center (Hammond, St. John, Chesterton)
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 02/19/08

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	<p>BOTH of the following:</p> <ul style="list-style-type: none"> -Tutor resumes/applications (<u>all tutors</u>) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) <p><i>In addition to:</i></p> <p>ONE of the following:</p> <ul style="list-style-type: none"> -Tutor evaluations (<u>all tutors</u>) -Recruiting policy for tutors (<u>one copy</u>) -Sample tutor contract (<u>one copy</u>) 	<p>Tutor applications</p> <p>Tutor resumes</p> <p>Meeting sign-in sheet</p> <p>Meeting agenda</p> <p>Sylvan University training certificates or applications for certificates</p> <p>Tutor performance reviews</p>		X	<ul style="list-style-type: none"> • Application states that all tutors will be certified teachers. Submitted Sylvan application asks about certification and teaching experience. Resumes demonstrate that all SES tutors are certified teachers, many with extensive teaching experience. Most have early childhood or elementary certification (appropriate for age levels of SES students being served); a few have secondary certification. • Training provided included administrative review, review of how to utilize lesson plans, and information on reporting attendance for SES students. • Applications for certificates from Sylvan U indicate that tutors must have completed introductory training, as well as training on motivation and behavior management, in addition to content area training. Certificates also include information about tutor evaluations and observations; tutors must be observed and given feedback at least four times, as well as must be evaluated providing at least nine hours of independent teaching and at least four hours of teaching with an experienced Sylvan tutor. • Tutor performance reviews are completed

					every 6 months by the center director.
Recruiting materials	TWO of the following: -Advertising or recruitment fliers -Incentives policy -Program description for parents	<ul style="list-style-type: none"> Recruitment flyer Program description for parents Program information sheet (SES) 		X	<ul style="list-style-type: none"> Recruitment flyer describes services offered, including description of how program is created for the child Program description describes tutor qualifications, subjects covered in lessons SES letter includes scheduling options for children and information about SES eligibility
Academic Program	ONE of the following: -Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors <i>In addition to:</i> ONE of the following: -Specific connections to Indiana standards (cite exact IN standard to which lesson connects) -Description of connections to curriculum of EACH district the provider works with.	<ul style="list-style-type: none"> Lesson plans for reading, math lessons observed and written lesson description Lesson & progress tracking sheet Daily prescription record Specific connections to academic standards (lower level reading, academic reading, and math) 		X	<ul style="list-style-type: none"> Lesson plans are specifically connected to the Sylvan pre-assessment given, as specific concepts and components are identified for each student Lesson plans include specific strategies and activities for tutors to complete during the lesson, as well as manipulatives to use while conducting the lesson Lesson plans include statements of lesson objectives Daily prescription records include skills to be covered based on the student's initial assessment Activities covered in the lessons connect directly to Indiana academic standards; a standard-by-standard connection was provided for each lesson in addition to a description of exactly how the activities connected to each standard covered
Progress Reporting	ALL of the following: -Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports -Documentation of reports sent	<ul style="list-style-type: none"> Sample progress reports for Hammond, Michigan City Timeline of progress reports sent Documentation of reports sent SES Contracts for Hammond and Michigan City SES agreements 		X	<ul style="list-style-type: none"> Progress reports include long term academic goals in reading and/or math (these goals are attached to the SES agreement when set). Progress report includes lessons completed in first twelve hours, lessons student is currently working on, and next lessons that student will cover. Progress report also includes tutor comments on student progress. As per USDE and IDOE guidance (detailed in the progress report checklist sent to providers in December 2008), progress reports also need to include the following information: <ul style="list-style-type: none"> Actual pre-test scores

					<ul style="list-style-type: none"> • A written statement regarding how parents can provide feedback on how the progress report could be improved • Progress reports sent had been signed by parents • Progress reports are submitted monthly to the district and to parents and building principals
Assessment and Individual Program Design	<p>ALL of the following:</p> <ul style="list-style-type: none"> -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards. 	<ul style="list-style-type: none"> • Explanation of the process used to develop individual learning plans • Individual learning plans for Hammond & Michigan City • Explanation of assessment's connection to standards • Pre-assessment results 		X	<ul style="list-style-type: none"> • Individual learning plan clearly demonstrates that the student's academic program is based on that individual student's skill gaps • Standards selected on SES agreement generally matched long term goals on the Sylvan Plan for Success • Description of process for developing individual learning plans matches process observed on-site, as well as information provided in progress reports and lesson plans • Assessments are based on skills correlated with Indiana academic standards, such as phonemic awareness, vocabulary development, and reading comprehension (reading), and mathematical reasoning, algebraic reasoning, problem solving, number sense, and operations (math). Diagnostic assessment detail provided corroborates this explanation, as it specifically lists skills that are correlated to Indiana academic standards. • Diagnostic assessment report includes CAT5 score (grade level equivalent), as well as target grade level equivalent and specific skill gaps. It also includes skill gaps assigned for the student to work on during SES tutoring • Sylvan Plan for Success includes specific skills to be addressed during each session, as well as long-term goals • Once a student is pre-assessed, the Sylvan Plan for Success is attached to the SES agreement and submitted to the school

					district
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On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: Sylvan Learning Center (Hammond, St. John, Chesterton)
SITE: Sylvan Learning Center (542 Conkey St., Hammond, IN)
TUTOR'S INITIALS (ALL TUTORS OBSERVED)
NUMBER OF LESSONS OBSERVED: 1

DATE: 02/07/08
REVIEWER: M.C., C.E.
TIME OF OBSERVATION: 4:20PM

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving “1 or 2 points” on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application			X		Students worked in a small group of three. Each student worked on a different lesson assigned to him or her. The tutor rotated between the three students, working individually with each student. One student worked on math using a calendar, one student worked on sorting words, and the other student worked on letters and phonics. Each student's lesson had been assigned to him or her based on the pre-assessment given and was specific to the child's needs. The tutor utilized manipulatives such as flashcards. The tutor helped students by giving examples when they were unclear on a concept. As was described in the application, the tutor asked students to explain rationale behind answers and also worked on problem solving with the students. The tutor interacted with each student although each student was working independently. Lesson observed matches description in provider's application.
Instruction is clear			X		The tutor had a lesson plan for each student, which included the concepts to cover for the day. All students understood what their tasks were and how to complete them. If a student had trouble with a concept, the tutor worked with the student, using examples and manipulatives, to help the student grasp the concept. The tutor appeared to have a clear understanding not only of students' academic levels and needs, but also of how to interact individually with each student and how to incorporate their personal interests into the lesson, which ensured that all students were clearly understanding the tutor.
Time on task is appropriate			X		Because the tutor was able to quickly rotate among the three students in the group, students remained on task. The tutor ensured that no more than about 5 minutes passed before rotating from one student to the next to ensure that students understood concepts and were working. On the rare occasion that a student was off task, the tutor quickly

					redirected or did a quick activity to refocus the students.
Instructor is appropriately knowledgeable			X		As noted above, the instructor had a lesson plan for each student that indicated lessons to be covered and concepts to be introduced. The instructor appeared to be familiar with the academic levels of all students, and the instructor had no trouble working with students individually, as the tutor was able to rotate among students in the group. The tutor utilized a variety of instructional techniques to ensure that students understood concepts and were able to articulate them.
Student/instructor ratio: <u>3:1</u> Ratio matches that reported in original provider application			X		Ratio meets that provided in original application.

On-site Monitoring Visit Rubric COMPLIANCE Components

NAME OF PROVIDER: Sylvan Learning Center (Hammond, St. John, Chesterton)
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 02/19/08

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	ALL of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	<ul style="list-style-type: none"> Criminal background checks 	X	
Health and safety laws and regulations	ONE of the following: -Student release policy(ies) <i>In addition to:</i> ONE of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	<ul style="list-style-type: none"> Evacuation procedures Sylvan policies (attendance, weather, code of conduct, progress reports) Student release/transportation policy Emergency medical release 	X	
Financial viability	ONE of the following: -Documentation of liability insurance coverage <i>In addition to:</i> ONE of the following: -Audited financial statements -Tax return for the past two years	<ul style="list-style-type: none"> Certificate of liability insurance Tax return for the past two years 	X	